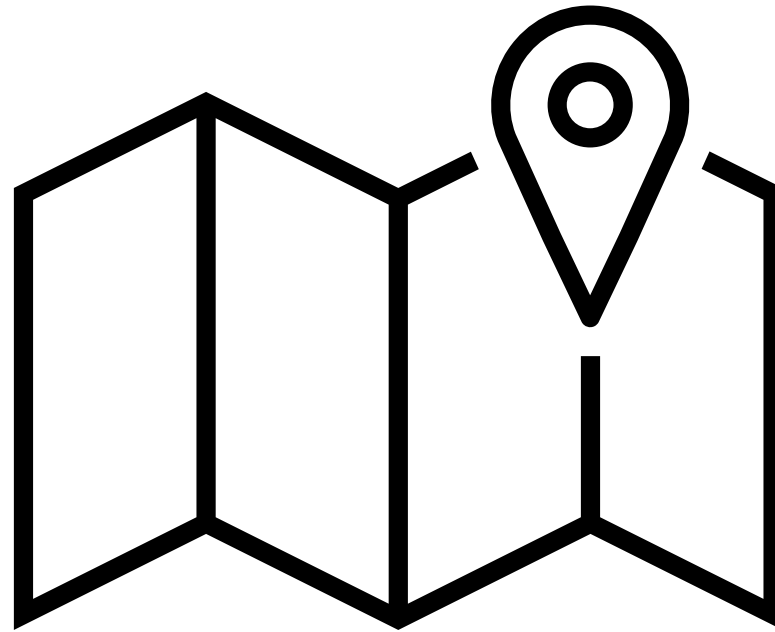


THEMATIC: Is life a journey?



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<p>What's the purpose of this unit? To help pupils understand that the journey of life is marked by milestones and choices and that their beliefs, actions, and important people in their lives will influence the direction that this journey will take. During this unit they will explore their own life journey, in comparison to that of others, and reflect on difficulties that may arise and where to look for support. They will consider the role of belief in choices that are made, including beliefs about life after death. There is also an opportunity within this unit to reflect on how they would like to live based on their beliefs and the themes discussed during the unit. If pupils have not yet studied Buddhist ideas about life's journey & how to live, these should be included in this unit.</p>	
<p>Links across learning – <i>From your long term plan, which units will you be drawing on? Add detail linking to material that you know pupils have explored during the year. There may be other links from previous years' teaching that are relevant too.</i></p>	<p>'Sticky knowledge' By the end of this unit, pupils should know:</p>
<ul style="list-style-type: none"> • Milestones in faiths and non-religious worldviews • LKS2 JUDAISM: What are important times for Jews? • LKS2 ISLAM: How does "ibadah" show what is important to Muslims? • LKS2 HUMANISM: How do non-religious people celebrate new life? • LKS2 SIKHI: What do Sikh people value? • UKS2 HINDU (SANATANANA) DHARMA units x2 • UKS2 BUDDHISM Y6: What is the 'Buddhist way of life'? • LKS2 CHRISTIANITY Y3: What's the Bible's 'Big Story' – and why is it like treasure for Christians? • UKS2 CHRISTIANITY Y5: Why is the idea of "rescue" so important to Christians? 	<ul style="list-style-type: none"> • the idea of a journey is a metaphor for life across many religions and beliefs • that everyone's life journey is unique, but there are similarities and milestones we share • that a person's beliefs can help them to make choices on life's journey • that our experience on life's journey might confirm or change our beliefs • that different religions and beliefs (including Buddhism) have different beliefs about the journey of life and about life after death • that a pilgrimage is a special type of journey, often undertaken for spiritual benefit • what might help them on their own journey through life
<p>Key questions to shape the learning</p>	<p>Expected outcomes for this phase: <i>i.e. what will pupils do to show this knowledge?</i></p>
<ol style="list-style-type: none"> 1. What has my life journey been so far? 2. How is my journey different to others' journeys? How do beliefs make a difference to the journey of life? 3. How might a pilgrimage help on life's journey? 4. How might we overcome hurdles on the journey of life? (Malala's journey) 5. Does our journey end when we die? 6. How can I travel well on the journey of life? <p>NB It's important to include elements of Buddhism in this unit if pupils have not already encountered it in the separate Buddhism unit.</p>	<ul style="list-style-type: none"> ① explore, gather, select, and organise ideas about life's journey / pilgrimage / life and death, drawing on key texts / sources where appropriate ② investigate and describe similarities and differences in lived experience of journeys through life within and between religions / beliefs, including their own, where appropriate 🗣️ comment on connections between questions, beliefs, values, practices and ways of life, explaining their importance to different communities 🗣️ describe the impact of beliefs and practices on different people's life journeys (e.g. on individuals, groups / communities and cultures, locally, nationally and globally) 🗣️ explain how sources of inspiration / experiences make a difference to themselves and others on the journey of life 🗣️ express their own journey of life, reflecting what may have influenced them

Background knowledge for the teacher

- The expectation in this unit is that many pupils will have gained enough skills in their time in school to be able to conduct some independent study to gather information to answer questions in this unit, as well as to ask new questions. This is a unit that brings together learning from across all of the religions and non-religious world views in terms of important milestones in a life journey and in terms of core beliefs about life and death. Refer back to these units for resources that may have been used which might prove useful a second time.
- If pupils have not yet studied any Buddhism, it is essential to include some elements within this unit. There are suggestions included on the visual map, and you can access resources and ideas within the support materials for the UKS2 Buddhism unit of work ‘What is the ‘Buddhist way of life’?’**
- As you study the visual map for this unit, you will see that Hindu and Sikhi people share similar beliefs about the journey of life, and similar vocabulary.
- Pilgrimage** is a concept that children will have encountered through Hajj as part of the UKS2 Islam unit ‘What helps Muslims to live a good life?’ so will be a good starting point to further investigate this through the lens of another religion. There are some good resources to help you explore Christian pilgrimage on the RE:Quest website: https://request.org.uk/resource/?view=resources&cat=3&resource_search_phrase=pilgrimage There’s an especially good introductory video here: <https://request.org.uk/resource/f960f6c569d68ea9bd2651356868e7/>
- The Canterbury Tales by Geoffrey Chaucer is of course based on the pilgrimage to Canterbury!
- A useful resource for Hindu beliefs about life’s journey: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3>

Golden thread	Further questions to support learning & extend thinking:	Vocabulary
 God	<p>How might religious people say that God has been with them on their journey? How has God helped them? What if they take a wrong turn? What if things don’t go to plan? Why are some journeys special? How might a pilgrimage help on life’s journey? Does our ‘journey’ end when we die? How might beliefs change during someone’s journey through life? Why might this be?</p>	<p>Vocabulary <i>Pupils will also be drawing on vocabulary from across other units, so refer to prior learning for vocabulary that they should already be familiar with</i></p> <p>Pilgrimage – a special journey that (often) has a spiritual benefit or focus Milestones – stages on life’s journey e.g. birth, marriage etc.</p> <p><i>The choice of vocabulary below will depend on which faiths/beliefs you choose to explore in this unit [listed alphabetically here]:</i></p> <p>Akirah / Paradise – the place that Muslims are promised as a reward for a good life Bar/Bat Mitzvah – <i>lit.</i> ‘son / daughter of the Commandment’; ceremony celebrating Jewish young people committing to the community Baptism (christening) – an initiation (joining) ceremony for babies, as a sign of welcome into the Christian community Believers’ baptism – a Christian initiation (joining) ceremony marking a person’s commitment to follow Jesus, involving water (often by full immersion) Buddhist – a person who is a follower of the teachings of the Buddha, a wise teacher who was born in Nepal Dharma – ‘duty’, for Sanatanis (Hindus) and Sikhs</p>
 Community	<p>Who else in my life has helped me on my journey? Who has been beside me on my journey? What influences our journey? How have others influenced my journey? What places have I been on my journey so far? (Be mindful here of refugees / children with tricky life journeys so far) What if I take a wrong turn? What if things don’t go to plan?</p>	

	<p>Is a journey better shared? How does is my journey different to others' journeys? How do beliefs make a difference to the journey of life?</p>	<p>Enlightenment – an advanced state of being for Buddhists, achieved through meditation Hajj – Muslim pilgrimage to Makkah; one of the Five Pillars of Islam Heaven – the place that Christians are promised as a destination after death, to be with Jesus forever Humanist – a non-religious person who believes that human happiness and well-being are the most important things in life Moksha – the final release of the soul (atman) of Hindus from the cycle of Samsara Mukti – the final release of the soul (atma) of Sikhi people from the cycle of Samsara Nirvana – the final release from the cycle of suffering for Buddhists, following enlightenment Raqib – the angel who Muslims believe sits on the right shoulder to record good deeds; Atib – sits on the left shoulder & records bad deeds. River Ganges – a place of pilgrimage for Sanatani (Hindus) Samsara – the cycle of birth, life, death and rebirth for Buddhist, Hindu and Sikhi people Spirit / Spiritual – the inmost part of a human being, some people call it the 'soul'; non-religious people might prefer to define it as the essence of a person's identity Varanasi – a sacred place of pilgrimage for Hindus, in India</p>
 Identity	<p>What has made my journey unique? How is my journey different to others? What milestones have I reached on my journey? What choices have I been able to make about my journey? What's the next step in my journey? How might a pilgrimage be a metaphor for life's journey? A Jewish Rabbi once said that 'Faith is....the endless pilgrimage of the heart.' [<i>Rabbi Abraham Joshua Heschel</i>] To what extent do you agree with this idea? How will I make decisions? What if I take a wrong turn? What if things don't go to plan? How do beliefs change during my life journey? What influences the decisions that we / you make on life's journey and how does it demonstrate how you view the world? How can I travel well on the journey of life?</p>	

Visual map, showing linked content from concept maps



Christians mark life stages at birth with ceremonies such as **infant baptism / dedication** & weddings, as well as celebrating a person's **new life** in Jesus through **confirmation / believers' baptism**. They model the journey of their life on following the example of Jesus, who **rescued them** from the impact of the **Fall**, and is with them through the third person of the **Trinity**, the **Holy Spirit**.



The concept of **pilgrimage** is common across many different religious and non-religious beliefs. **Pilgrims** often travel to a sacred place or place of personal significance. Their journey may cause them to change in some way, and sometimes has a **spiritual dimension** to it.



Humanists believe we have one life and we should make the most of it. We should be free to **choose our own path** through life as long we cause no harm. They mark important milestones through non-religious ceremonies such as baby-namings, weddings or funerals.



Jewish people mark stages in life such as **Bar / Bat Mitzvah**, when Jewish young people commit to their synagogue community and become a **Son / Daughter of Commandment**. **Weddings** are also important life events. **Jerusalem** is an important place of pilgrimage for Jewish people.



Is life a journey?

What influences the decisions that we / you make on life's journey and how does it demonstrate how you view the world?



Dharma

In Hindu (Sanatana) Dharma, it's important to **complete your duties (dharma)**. The cycle of **Samsara** teaches that what one person does in one life's journey will impact their next life until the cycle is complete and the soul is released (**Moksha**). Some Sanatani go on **pilgrimage** to holy places like the **River Ganges**.



In Islam, the **Qur'an** and **Hadith** help Muslims to make decisions on the journey of life. **Hajj (pilgrimage to Makkah)** is an aim for most Muslims at least once in their lifetime. It is a spiritual journey as well as a physical one, to visit Islam's holiest city & circle the **Kab'ah ('House of God')** as part of the **Ummah**. Good and bad deeds in life are recorded by **2 angels (Raqib & Atib)**: these deeds are judged after death.





In **Buddhism**, the journey of life is expressed through the cycle of birth and rebirth, **Samsara**, the cycle of suffering. The aim is to be released into **Nirvana**, through following the **Eightfold Path** & gaining **enlightenment**. Buddhists may also go on pilgrimage to places that are linked to Buddha's life & enlightenment.







For **Sikhs**, the **atma** (soul) is reborn following the law of **karma**, as part of the atma's journey to **Mukti**, to be re-joined to **Waheguru (Wondrous Lord)**.


Good deeds (through sewa) → **good karma** → **Mukti**




<p>What might this look like in the classroom? Choose a selection from each box to suit your class and help you plan their learning....</p>	<p>Teacher notes: links to specific prior learning</p>	<p>Resources incl. text</p>
<p>Engage (10%)</p>  <p>Session 1: What is a journey? What has my life journey been like so far?</p> <p>Have a range of images available of different journeys that children might have experienced in life/learning (life cycles, maps, aeroplane, flow charts, pilgrimage/religious journeys, yellow brick road, river journey, residential, learning journey, Shackleton’s journey if on curriculum)</p> <p>What’s the connection? What is our unit going to be about? Can anyone guess?</p> <p>What types of journeys can children think of?</p> <p>What is my life journey so far?</p> <p>Draw a wiggly line on A3 paper – start is birth and end is the current day. Children to draw/write/annotate their own life map so far.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> Were everyone’s journeys the same? What life milestones have we experienced? Were all journeys straightforward? Where did your journey change? Could we add people to our journey that have travelled with us? <p>After each discussion question, children could go back to their map and add extra ideas that have been prompted by sharing of idea in different colours.</p> <p>Keep this work for later lessons for children to refer back to and where children will consider where their journey might take them next.</p> <p>Extension – explain why you chose the significant events you did to record on your life journey.</p>		<p>Resources: incl. Bible refs Images / Good representations</p> <p>https://www.truetube.co.uk/resource/life-is-a-journey/</p>
<p>Enquire & Explore (50%)</p>  <p>Session 2: How is my journey different to others’ journeys? How do beliefs make a difference to the journey of life?</p> <p>What are the different journeys people might take?</p> <p>Activity 1: Model a life journey/milestone for a Humanist.</p> <p>Using images and artefacts ask children questions to draw out their prior learning in relation to a journey that might be taken.</p>		<p>Resources:</p> <p>This session could/should encourage pupils to look at this key question through multiple lenses</p> <p>There are lots of resources for all ages to support learning about Humanism here:</p>

<p>Enquire & Explore (50%)</p> 	<ul style="list-style-type: none"> • Why does this worldview celebrate milestones? • How does this worldview celebrate milestones? • What is important on life's journey to a person with this world view? <p>Set up tables, one for each religion / belief that children have encountered in their learning so far, using artefacts and images for children to map out what they know/remember about milestones and journeys for each. It's especially important to ensure that children make links into their understanding of Christianity using some of the 'extra' questions to dig deeper e.g. How might religious people say that God has been with them on their journey? How has God helped them? What if they take a wrong turn?</p> <p>Children to use the 3 questions modelled above to help them to create a version for other communities you've studied. Don't forget to include Buddhism, especially if it is a new religion for your pupils.</p> <p>Activity 2: Discussion Ask: What is common/shared between the journeys we have thought about and what are the most important parts of the journeys? Is there shared vocabulary?</p> <p>Activity 3: Go back to children's individual life maps from lesson 1 and children to look for similarities and differences to/from their life journey.</p> <p>Children to respond to a reflective question: How is my life journey unique so far?</p> <p>Give children the opportunity to add any questions/observations they have from these discussions perhaps to a working wall/display on post it notes.</p> <p>Class plenary task: What influences our journey in life? Create a word wall...</p>		<p>https://understandinghumanism.org.uk/wp-content/uploads/2021/11/One-life-overview-7.pdf</p>
<p>Express (20%)</p> 	<p>Session 3: How might a pilgrimage help on life's journey?</p> <p>Revisit learning about Muslims on Hajj – how did this special type of journey help them? How is a pilgrimage different from other types of journey? What do we already know about the concept of pilgrimage?</p> <p>New learning: Pilgrim's Way / Canterbury / Lourdes or another religious pilgrimage e.g. to River Ganges or Varanasi in India for Hindus (& Buddhists!)</p>		<p>See Hajj from a young Muslim's (Sara) point of view: Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach</p> <p>Materials to support this session featuring people talking about their experiences of pilgrimage can be found within a PowerPoint here: https://gdbelevate.org/help#re</p>

<p>Enquire & Explore (50%)</p> 	<p>Find out about why someone might go on a pilgrimage to one of these places. Conduct independent research into the pilgrimage, exploring</p> <p>If you ask in your school community, you may find more people than you realise have been on a pilgrimage – or been to visit a significant place. Interview them to find out why they went, how it felt, and what (spiritual) benefit there was for them.</p> <p>How might a pilgrimage be a metaphor for life’s journey?</p> <p>A Jewish Rabbi once said that ‘Faith is....the endless pilgrimage of the heart.’ [Rabbi Abraham Joshua Heschel] To what extent do you agree with this idea?</p>		<p>Wintershall Stations of the Cross: follow the route of the Via Dolorosa in the Surrey countryside - and online! Stations of the Cross Wintershall</p> <p>Images from the pilgrimage here: Stations of the Cross (wintershall.org.uk)</p> <p>Info about pilgrimage: Resources - RE:quest (request.org.uk) There’s an especially good introductory video here: Resources - RE:quest (request.org.uk)</p> <p>Sanatani (Hindu) Pilgrimage to River Ganges: BBC Two - My Life, My Religion, Hinduism - Clips</p> <p>The BBC regularly air a series called Pilgrimage. There may be clips you could use on iPlayer</p>
<p>Express (20%)</p> 	<p>Session 4: How do we overcome hurdles on a journey?</p> <p>Starter: Children to draw something that would make their journey through life better.</p> <p>Who might you turn to to help you?</p> <p>Now listen to Malala’s Magic Pencil</p> <p>Now watch the story of the author https://www.bbc.co.uk/newsround/24440653</p> <p>In mixed ability groups, each group is to be given one question based on Malala’s magic pencil for discussion and the feedback as a class.</p> <p>What was Malala’s future going to be and why did she want to change it? What were the hurdles/difficulties in Malala’s journey and was it the easier journey to take? What was Malala’s vision for her journey? What and who were the influences on her decision? Although Malala doesn’t talk about her faith as a Muslim in her picture book, are there things you know might have helped her on her journey, or to make decisions? How might we know this?</p>		<p>Malala’s Magic pencil: https://www.youtube.com/watch?v=Ti8sirjR1C8</p>

	<p>What characteristics do you see in Malala that made her journey possible? (Courage, determination etc) How are these qualities shared across the religions / beliefs you know about?</p> <p>Activity: Capture Malala’s story as a journey, in any format that helps to present the information e.g. story map, flow chart, cartoon (take care it remains as RE?)</p>		<p>Remember that Muslims would not try to portray angels or any of the Prophets of Islam in their drawings</p>
	<p>Session 5: Does our journey end when we die?</p> <p>Revisit what religions and worldviews say about life after death (be sure to include Hinduism / Buddhism (Reincarnation and Moksha), Islam (Akhiraah, Paradise and the 2 angels, Raqib & Atib), Christianity (Heaven), Humanism (a legacy/memory of them*) and Sikhism (Mukti – new learning, but very similar to Hinduism & Buddhism).</p> <p>What similarities and differences are there between the beliefs you explore?</p> <p>Children can complete a ‘Journey of Life’ template (maybe in groups) after their research. On one side they will record what faiths and non-religious world views believe and on the other they will reflect on their own belief and what that means for the life journey they would wish to take.</p>		<p>This would be a very good opportunity to invite someone from a religious or non-religious community in to talk about their understanding of what happens for them at the end of life.</p> <p>* A Humanist would say that although they do not exist after they die, their legacy remains - not only in people’s memories but also in how what they have done in their lives may continue to reverberate on in other people’s lives and on the planet for many years to come.</p> <p>Be sensitive to adults & children’s own experience of bereavement: this question may enable them to talk about experiences and feelings that are very personal to them. This may not be a recent bereavement and may include the loss of a pet which can be equally painful to a child as the loss of a person.</p> <p>Child Bereavement UK host many useful resources for supporting bereaved children in school</p>
<p>Evaluate (20%)</p> 	<p>Lesson 6: How can I travel well on the journey of life?</p> <p>Starter: Do beliefs change during our life journey?</p> <p>What is ‘belief’?</p> <p>‘Believe it or not!’* activity (a selection of images - some real, some made up for children to consider which they believe and which they don’t)</p> <p>Ask children what you used to believe in that you (perhaps) don’t believe in anymore.</p> <p>Discuss how beliefs can change during the journey of life.</p>		<p>Resources: incl. Bible refs</p> <p>*You will need to invent some statements to use with children here e.g. ‘Christians believe that Jesus was born on 25th December.’ <i>(This is false! It’s not certain when he was born)</i></p>

	<p>Are there beliefs that you think should not change? Does everyone agree about these? Why is it important to have some ‘constants’ in life too hold onto?</p> <p>Talking partners: What might help people to travel well on life’s journey? What about your own personal life journey – what helps you?</p>		<p>NB You may need to think carefully about the statements you write e.g. some children may still believe in Father Christmas etc. so craft statements sensitively!</p>
<p>Express (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Choose from:</p> <ul style="list-style-type: none"> • Plan a personal pilgrimage, which might encompass an individual’s ‘journey’ through your school e.g. special places for them, to mark the end of this part of their academic / personal journey before they transition to Y7 • Create some artwork or poetry that expresses the idea of life as a journey. You could enter this into the NATRE Spirited Arts gallery <i>[see right]</i>. • Create a ‘toolkit’ that might help to navigate life’s journey. This could be specific to a community e.g. from a Humanist’s / Buddhist’s point of view, or to reflect pupils’ own personal identity. • Produce ‘self-help’ guides for living as part of your school community, showing your understanding of what younger pupils need to know, or wisdom you would like to pass on to them as you leave Y6. 		<p>Resources: incl. Bible refs</p> <p>Spirited Arts (natre.org.uk)</p>